

Teacher(s): Johnson

Subject: Tools for College Success

Week of: August 21 – 25, 2017

Week: 3

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. c. Recognize, understand, and practice academic honesty and integrity.	Do Now: Guided Instruction (<i>We do</i>)- Set TOC as #5, Academic Honesty Opening: Focused Instruction (<i>I do</i>)- Introduce topic of academic dishonesty Work Session: Guided Instruction (<i>We do</i>)- Discuss PPT & handout with real world examples to highlight ideas (Period 7 will complete Quiz 1-1 prior to normal work session) Closing: Guided Instruction (<i>We do</i>)- Should someone be expelled from college for academic dishonesty? Get a zero on a test for cheating? Power Block only: PBIS Lesson 4 Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> PPT <p>Ongoing instruction on rules and procedures are imbedded within the social studies instruction each day</p>	Formative: Teacher Observation Q&A Quiz 1-1 (7 th Period)
	Purpose: To provide students with examples of academic dishonesty and why honesty is the best policy			Summative:
Tues	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. b. Know and practice a variety of study skills to increase individual achievement.	Do Now: Guided Instruction (<i>We do</i>)- Set TOC as #6, Getting Enough Sleep? Opening: Focused Instruction (<i>I do</i>)- Introduce topic with video: How much sleep do you actually get? Work Session: Guided Instruction (<i>We do</i>)- Discuss PPT & handout with real world examples to highlight ideas Independent Learning (<i>You do alone</i>)- Take Sleep Disorder Test Guided Instruction (<i>We do</i>)- Determine spread of answers to ID possible problems and review the Sleep Deprivation Facts & Dangers Closing: Guided Instruction (<i>We do</i>)- How many people do you think may be suffering from these sleep problems? Power Block only: PBIS Lesson 5 Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Video PPT 	Formative: Teacher Observation Q&A
	Purpose: To provide students to information on the importance of getting enough sleep and the negative impact of too little sleep			Summative:
Weds	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. b. Know and practice a variety of study skills to increase individual achievement.	Do Now: Guided Instruction (<i>We do</i>)- Set TOC as #7, Enhancing Your Memory Skills and Memory Opening: Focused Instruction (<i>I do</i>)- Introduce topic with video: The 9 Best Scientific Study Tips Work Session: Independent Learning (<i>You do alone</i>)- Do Are My Study Skills and Memory Up to Par? checklist Guided Instruction (<i>We do</i>)- break down results of checklist and discuss PPT ideas Closing: Guided Instruction (<i>We do</i>)- How many found at least one suggestion worth trying? Power Block only: PBIS Lesson 6 Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Video PPT 	Formative: Teacher Observation Q&A
	Purpose: To provide students with study skills recommendations and which ones may be best for them as individuals			Summative:

Thurs	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. b. Know and practice a variety of study skills to increase individual achievement.	Do Now: Guided Instruction (<i>We do</i>)- Set TOC as #8, Improving Your Memory Opening: Focused Instruction (<i>I do</i>)- Introduce topic with video: Mnemonics Work Session: Guided Instruction (<i>We do</i>)- review PPT and handout on memory strategies, including Mnemonics Independent Learning (<i>You do alone</i>)- Complete Am I Ready to Learn and Remember checklist Closing: Guided Instruction (<i>We do</i>)- Who has more I could improve checks than I do this well checks? Which class do you think this information may help you improve your scores? Power Block only: PBIS Lesson 7 Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> • Video • PPT 	Formative: Teacher Observation Q&A
	Purpose: To provide students more information on study skills choices, in this case mnemonics			Summative:
Fri	Standard(s): TCS 1,2,3,4,5,6	Do Now: Guided Instruction (<i>We do</i>)- Sign in to Canvas for test Opening: Focused Instruction (<i>I do</i>)- Review procedures Work Session: Guided Instruction (<i>We do</i>)- Complete the SGM for Tools for College Success; report score to me for records Closing: Guided Instruction (<i>We do</i>)- restate reason for exam and that it will be given again at the end of the semester Power Block only: PBIS Lesson 8 Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> • Canvas platform 	Formative: Teacher Observation Q&A SGM
	Purpose: To determine student level of learning for comparison with the retest at the end of the semester			Summative: